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ABSTRACT

A model is provided for an inservice workshop to provide systematic project review, conduct individual volunteer support and problem solving, and conduct future work planning. Information on model use and general instructions are presented. Materials are provided for 12 sessions covering a 5-day period. The first session on climate setting and needs assessment and expectations is designed to uncover needs and problems. The next nine sessions are designed to address these problems. Specific topics are: project review of past 4 months; expectation mapping and project review; self and personal problem solving; cultural/community/coworker support issues; Peace Corps expectation and policy review; volunteer physical health; supportive issues related to peers, spouse, women's issues or men's issues; ministry support and role analysis; and development and change. The last two sessions are used for action planning for the next 6 months and to solicit feedback and assess the workshop. Each session is organized as follows: goals/objectives, time, procedures (the training activities suggested to accomplish the goals and the approximate time to complete each activity), and trainer notes that expand upon basic procedures and give alternatives. An optional session on information filtering is appended. (YLB)

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IN-SERVICE WORKSHOP MODEL

"Development Work, Volunteer Service and Project Review"

Core Curriculum
Resource Materials

Office of Programming and
Training Coordination
Peace Corps

Reprinted
September 1981

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February, 1981
Dan Edwards

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Overview and Background

The attached In-Service Workshop was developed and field tested in late February 1980. It was developed in response to a request from PCD's Terry and Ann Marshall (Solomon Islands/Kiribati). It was field tested in the Kiribati (Gilbert Islands) program with a small group of Volunteers at the end of their fourth month of service. However, this model will work equally as a mid-service event.

The In-Service Workshop is a particularly important time to conduct follow-up training, to shore up programming efforts, to conduct individual volunteer support and problem solving, for sharing of ideas, and for conducting future work planning. The In-Service Workshop Conference is required (PC Manual Section 361) and is authorized as an important part of Peace Corps programming and training.

The attached model is designed to provide a systematic review of most areas appropriate for this type of conference. The design focuses on both skill training in planning, problem identification and analysis, and specific content areas of concern such as agency relations, project review, support systems and personal and work related planning for six months.

Uses of this Module and Design Considerations

This module was designed to be comprehensive for purposes of field testing. Not all programs will have to use all of the material in this module. The key to use of the module, however, is to pay particular attention to conducting the first day of the Workshop, which is designed to uncover (map) problems and needs. From this point on, the workshop facilitator may wish to emphasize one or more areas in the module, depending upon the needs which surface. It is not advisable to try to save time by doing the first day ahead of time (say in a written needs assessment format) because the thinking and discussion which takes place with the group is an important part of identifying true needs and building group identification of common problems.

The design follows a logical sequence. The idea is that the first day uncovers a lot of needs and problems. The subsequent sessions are designed to address these problems. The last day is used for action planning for the next six months. Development work skills are interwoven throughout all of the sessions.

The module if carried out fully will take about five days to conduct. In some programs, there may be a need to conduct language training, technical training and extended cross-

cultural training in addition to the sessions designed here. This training may be creatively integrated into the model. For suggestions, see the Appendix. The pacing was designed for hot, tropical areas where the afternoon break is important for sustained group energy and interest. Evenings are also left open for the necessary out of session socializing and discussions.

The design requires that the workshop be conducted by someone who has training and group facilitation skills. Each module is written up with a set of objectives and activities, including all instructions, lecturette materials and timing guidelines (much like a cookbook). The timing of each module and the grouping of individuals in 3's, 4's, etc., is flexible. For example, the basic design is for groups of from 12 to 30 people. If you have more people than this, you will need to add another trainer and sub-divide the workshop into two parallel groups, otherwise the sessions will be overly cumbersome and need much more time to achieve the goals. Times will need to be expanded accordingly.

Staff Participation

The module is designed to be a vehicle for staff training as well. The staff should participate as if they were full group members working on their own problems and doing their own work-related planning for maximum benefit. The staff may wish to work as a separate group for some of the activities, and mix in with the volunteers in others, depending upon the session (the trainer should use his/her best judgement on this).

Special Planning Considerations

The planning for this workshop should begin at least two months before the delivery dates. In addition to the normal planning tasks (e.g. preparing sessions, materials, etc.) consideration should be given to working space and briefing host country officers. An appropriate learning climate requires good working space which allows participants a "retreat-like" atmosphere. The site should allow people to sit back and gain perspective without interruptions and unnecessary demands. A large private room with break-out space is recommended. In the pilot test, we used one large thatch covered meeting room. When we broke into small groups, we used different corners of the room and some people chose to sit outside under shade trees.

Some of the sessions require the presence of ministry or agency officials which need to be secured in advance. These officials may not be accustomed to the "training atmosphere" of the

sessions designed for their participation and they will need to be prepared and briefed in advance. In the pilot testing, these sessic s were found to be quite valuable and on target. The open negociation process of the design was found to be highly successful.

General Instructions to the trainer

In each session, a series of goals are listed. Most sessions begin by asking you to state the goals or purposes of the session. You should paraphrase the goals to fit your own language and/or list them in brief or short form on newsprint.

You will note as you get into the session designs that all sessions focus on some kind of problem solving process. The volunteers are asked in some sessions to select only one problem from a list they generate and work on it. You may find that some individuals (or many) may want or need to deal with more than one problem in a given area. In which case, you may want to extend the time, schedule an extra session, allow for extra attention to individuals out of sessions, or otherwise compensate for this need in the schedule.

The sessions are complete with instructions, written out lecturette, and suggested times. The training tools used are designed to be not overly complicated. However, in order to make these sessions work, the trainer will need to be well prepared. He or she will need to have a complete sense of how each session works and how the overall flow of the session and the workshop builds in order to confidently anticipate questions and smoothly move through the design. Written instructions to the group for activities should be prepared ahead of time on newsprint, and handouts will need to be prepared.

On trainer jargon: An effort has been made to purge the instructions and the materials of excessive trainer jargon so as not to put off the volunteers or the staff using the materials with unfamiliar language. However, you will find certain phrases or words which are used for the sake of economy (e.g. "share" instead of "tell each other", "expectations" instead of "what you want, hope or expect","report-out" instead of "give a summary of what you discussed" "norms" instead of "agreed upon ways of working or acting together", "brainstorm" instead of "state off the top of your head whatever comes to mind as fast as you can", "de-role" instead of "stop playing a role and be yourself again".) and for this the author apoligizes. You may want to purge the jargon completely as you give the workshop, and it is suggested that you do if it gets in the way.

Major Goals and Purposes

1. To provide systematic project review.

2. To develop and /or refine appropriate support systems (e.g., Peace Corps, the ministry, sponsoring agency, community).

3. To conduct a systematic review, assessing needs and problems, and conducting problem solving and planning in the following areas:
   a) Self/personal needs;
   b) Family/spouse needs relations;
   c) Community expectations;
   d) Agency/ministry expectations and relations;
   e) Peer relations;
   f) Physical helath;
   g) Peace Corps expectations and policies; and,
   h) Culture and language needs.

4. To conduct a personal planning and goal setting procedure for the next six months in the above areas and in the project assignments.

5. To continue skill building in the areas of helping , development work, information gathering, communication, and project management.

6. To use and introduce two problem solving tools relative to development work.

Design

The detailed day by day design follows. The design is intended to be practical. Volunteers are asked to work on everyday situations and learn or reinforce skills at the same time. The training process works to establish basic skills in the beginning which are used and reinforced over and over each day. The pacing allows for variety and depth, with space for the individual thinking and group problem solving. Special attention is paid to creating an alive, open, problem-centered work climate.

OVERALL SCHEDULE *

	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
AM 8:00-12:00	Session I - Introductions - Climate setting - Ground rules for working - Needs assessment and agenda review - Review working skills: adult learning method - Feedback skills - Communication skills	Session III - Continue mapping procedure-project review Session IV - Domain I Self and personal Problem solving Helping skills	Session VI - Domain IV Peace Corps Expectations - Policy review and Exchange Session VII - Physical Health Session Support	OPEN - Free Time Recreation Church	Session IX - Ministry - Support and Role Analysis, Expectation Exchange	Session XI - Project Planning on core purpose setting 6 month goals, 3 month, next week
12:00-3:30	LUNCH / SIESTA / BUSINESS IN TOWN					
PM 3:30-6:30	Session II - Begin systematic project review: demand mapping procedure	Session V - Domain II & III Cultural and Community and Coworker Support: Problem solving, case studies - role plays	Session VIII - Support issues related to peers spouse, and friends - Use of force field analysis techniques	O P E N	Session X - Development and change: What are we doing?	Session XII - Session XII Unfinished business Feedback, Evaluation, and Closure

* This assumes a schedule without language or technical training. For other schedule options, see appendix.

Session I - Climate Setting and Needs Assessment

Goals/Objectives

1. To produce a productive, open and agreed upon working environment for the workshop

2. To establish the ground rules for the workshop and describe the way the process will work.

3. To systematically assess each individual's expectations for what they hope to get out of the workshop and compare expectations against what has been anticipated, making adjustments in the agenda and process where feasible and desirable.

4. To bring everybody together into a working group allowing for open communication and a sense of belonging to the prupose of the workshop (buy in and be here).

5. To review skills: information filtering, feedback (see trainer note #1).

Estimated time: One moring 8 - 12, Day I

Procedures*

Part I - Climate Setting (Total time: 1 hr, 15 min.)

Time		
3 minutes	1.	Welcome the group and introduce everybody.
3 minutes	2.	Ask each individual to think over the past few months since arriving at their sites and sort out the most important events, highs and lows, that have happened to them. Be prepared to tell about it to the group in a 3 minute quickie. Write notes if they want. Just before the reflection time is over tell the group to be prepared to tell the highest high, the lowest low and the funniest thing that has happened to them.
45-60 min.	3.	Ask each person to take a turn, give the first volunteer a 3 minute time limit and start, going around the group until all have had a turn.
5-10 min.	4.	At the end, ask the group if from what they have said there is anything which seems to be common to all of their experiences, record on flip chart any generalizations.

* When reviewing these materials, please note that the "trainer notes"at the end expand upon the basic proceedures and give alternatives.

Part II - Session I - Needs Assessment and Expectations

Time		
5 minutes	1.	Introduce purpose (restate goal number three) and rationale. The rationale for doing an exercise like this is: To get a collective sense of where the group is; to let the trainer know if something important has been left out; to allow the trainer to be clear about what can and cannot be covered, and to achieve a group sense of direction about the next few days. it is not to completely redesign the workshop or put the agenda up for grabs.
	2.	Ask each person to work by themselves with pencil and paper listing all the things they expect to learn, get out of, or have happen during the workshop.
15-20 min.	3.	Ask group to form into groups of 3 to 5 and discuss their expectations listing the ones that are the most common and the 3-4 most important. Ask them to choose a reporter who will give a 2 minute summary.
15-20 min.	4.	Report-out's from each group. Record on newsprint the expectations, leaving out duplications, record in their words, ask clarifying questions where unclear, instruct group to do the same.
15-20 min.	5.	Share the workshop goals and agenda, accounting for where their needs will get met, where they are unrealistic, and where we can modify to meet them, point out common threads, asking group to do the same.
5 minutes	6.	Ask group if they are clear enough about where we are going ans are ready to proceed together - discuss.
15 minutes (It should now be 10:15.)		Break

Part III - Session I - Ground Rules, Adult Learning Method and Group Norms

3 minutes	1.	Introduce the purpose of this segment: to establish a way of working together, the methods we will be using and ground rules for being in the group.

45 minutes

2. Share the following list for norms (either on newsprint or verbally) and discuss each with questions and answers. You may want to add to or modify this list.
Hours: e.g. AM 8-12, PM 2:30-6:00
Days: Thurs. - Fri./Sat., Mon. - Tues.

Norms:
1) Start and end on time.
2) War stories to a minimum
3) Try to be problem solving and positive rather than negative and bitching.
4) Give feedback to each other if wanted and help each other when needed, being open, and sensitive to each other's needs.
5) When we see ourselves or others start to make cross-cultural judgements which blame or put down, we examine them.
6) When we deal with information we use the groundrules for information filtering. (Learning in the CAST - or introduced now)
- Verify the source - Is this the best source? Have I checked others?
- What do I really know? How do I what I know? Is it hearsay, opinion or fact? (put on a flip chart and discuss)
- What assumptions am I making?

3. Ask the group to add on their expectations for group norms and discuss.

5 minutes

4. Bring closure to the morning by doing the following: Ask each person to reflect on what has happened so far, how they feel, any questions that have surfaced or any things they have thought of that they had forgotten. Ask for comments.

NOTES TO TRAINERS

1. This design assumes the group has been introduced their skills in a CAST or pre-service training. If they have not,

please see the appendix for an introduction to information filtering and the guidelines for feedback.

2. At first glance, this may seem like a lot of time devoted to setting the stage (expectations, goals, skills review,) and in fact you may want to shorten this session by speeding up the timing. However, the ground work that you log in terms of the group's "buying in" at the beginning is critical to the success of the workshop. Time taken now saves alot of time later with "hidden agendas" and off target comments.

3. On the norm of dealing with information: Information is the key to good development work. This is a good time to nail down skills which can get sloppy after a few months into service. Volunteers often (don't we all) believe rumors, other PCV's opinions (before HCN's) and hearsay. They can be more helpful as development workers if they develop a "healthy skepticism" about information. The workshop itself is a great place to deal with this, especially when people come together and "share information" after being apart from each other. If the trainer wants to heighten this awareness, s/he might consider writing down things the volunteers have said up to this point in the workshop (the night before, at breadfast, etc.), keeping a list of statements ("did you hear that the minister of agriculture was going to be fired;" "Joe said the APCD wasn't going to visit us until next year etc.") The statements can then be put on a flipchart or chalkboard and gone over using the questions about information listed on point #6. Additionally, a sessions design on information filtering is included in the appendix. In this design you will find a complete lecturette and a diagram which you can use to further explain the concept. Instead of using information collected from a community analysis (as the design in the appendix suggests), you may substitute information which you ahve collected from listening to the group or use examples from your own experience to make the point.

Session II - Day I, PM

Project Review of Past 4 Months - Using Demand Mapping Chart

Goals and Objectives

1. Refer to goals 1,2,3,4, and 5 in overview on page 5.
2. To gain a clearer sense of perspective on volunteer service.
3. To identify and review potential areas of satisfaction and difficulty in a range of areas which affect volunteer service (e.g. community, personal etc.).

Activities (Total time, Segment I: 3 hours)

Time

15-20 min. 1. Give an overview of the purpose of the exercise and the process. Lecturette:

- Today we are going to ask you to enter into a process of personal evaluation.
- The process assumes we are all subjected to demands. Some of these demands come from within ourselves and some come from people we interact with. For example: the community you work in may expect you to demonstrate quick, observable results in your work, or they may expect you to behave exactly like a previous volunteer in your site. You may demand of yourself that you slowly get to know local conditions before making a plunge into a community project, and may need to do things in ways which suit your own personal style. In this case there is a conflicting interaction of demands.
- Our internal needs, demands and expectations interact with the world outside to produce a dynamic interaction of give and take.
- This interaction keeps us where we are and moves us along, too - we strive to maintain a balance which keeps us together and doing what we want/need.

  Sometimes we get out of balance and need to do something different to change and re-adjust the balance. For example, we sometimes

expect ourselves to accomplish more than we are able to, given our ability to speak the language. The continual pressure of our own demand on ourselves (in this case) can create a sense of unbalance and ill feeling. We will need to either learn more language or change our expectation if we are to get back in balance.

- If we analyse where we are in terms of these demands, needs and forces, it usually helps us get clear and allows us to make adjustments for the future.

- (Refer to the diagram) We have devised a way of sorting out all of these competing demands and expectations. The procedure is called "demand mapping".

- A "demand map" is designed by considering all of the different possible sources of demand or expectation which surround and interact with a person. These sources are then arbitrarily lumped into categories which we shall call domains. For example, one obvious category which we have been talking about is "community". In this domain, we consider, all of the demiands and expectations placed upon us by the community. Some of these demands we may, in fact, be able to meet completely, some not at all, and some only partially.

- For purposes of this workshop, we have already considered most of the sources of interaction which surround a Peace Corps volunteer and devised a series of domains. The selected domains are listed on this chart (refer to the chart which you have drawn on a large piece of newsprint) they are...(explain each domain). Note: it is helpful to give one example for each domain.

- If we have neglected a domain which is important to you, you may add your own domain. (Note: during the pilot test, this map was felt to be complete.)

Domain Map for a PCV

- You will note that you are in the center of the diagram. Along with you is something which we will call your "core purpose." Your core purpose is what you do as a volunteer. This is defined by each of us in ways unique to how we see ourselves as volunteers. The center of interaction, then is you in your role as volunteer interacting with all of these different expectations and demands. (See if there are any questions.)

- What we will be doing with this exercise is considering all of these sources of interaction and assessing what demands and expectations are placed upon us in our core purpose and those that we place upon ourselves. Later on, we will consider how we are doing with all of these demands and, in the course of the workshop, work on ways to address these expectations which give us difficulty.

- This is what this exercise is about.

- In order to start, take a pencil and paper.

DOMAINS OF DEMAND/EXPECTATION AND NEED WHICH AFFECT CORE PURPOSE

20 minutes

2. Now, decide what your core purpose has been in terms of your work and write it down. For example, the core purpose of a trainer may be "to assist the group in learning as much as it can taking into account everyone's needs while meeting the training objectives."

20 minutes

3. Share your core purpose with 2 other people. You will be working with these 2 people for the rest of this exercise (all of today and most of tomorrow).

1 hour

4. By yourself: List all the expectations, demands and needs which <u>you</u> and <u>others</u> have placed upon you which affect your core purpose in some way. These may both hinder or help you in achieving the core purpose. Use scratch paper to brain-storm, then fill them in on the form (handout), using the domains listed on the hand-out. (Note: on the chart you will see the words now and want. For the moment, ignore them, we will account for that later.)

Note: Be as specific as possible, e.g., under self-personal needs rather than say: to feel good, say need to talk with someone who understands me or need to be alone, or need for sex, etc.

(by the end of this step two hours have elapsed)

You have one hour. If you need more time, I will be checking with you to see where you are.

15-20 min.

5. We will be working with these lists in different ways today and tomorrow. When you have finished, now analyze each need/demand/expectation and rate how you think you are doing now, using a scale of 1-5. Write in the rating you give yourself now on the form in the column marked now. You may feel fine about how you are meeting an internal or external demand, rate it a 5. You may feel you are not meeting a demand at all. Rate it a 1. For example, one of your needs may be to be well liked in the community. This need may now be only partially met now, so I would rate it a 3.

20 min.

6. In the next 20 minutes I want you to discuss your map by finding one other person who knows you or who may be on your map. You may want to further clarify, add to your list or change your ratings. For example, you may have said your peers expect you to visit them more often. In fact this may or may not be true. Tomorrow we will work with each of the demand domains more in depth, pooling common need areas and looking at where we are going with this.

Note: It is good to give people a night to sleep on all of this data before working with it.

10 minutes 7. Bring the group together and ask for feedback on how it is going so far, discuss any unfinished business.

TRAINER NOTES

1. This process is a version of "open systems mapping" which you may or may not want to explain to the group as a technical term. During the subsequent exercises the language of the module refers to map or chart to identify the "open systems map", you should refer to it in whatever way makes sense to you. This procedure is often very helpful and powerful. The impact is the realization of the many competing demands which surround a person. One begins to sort out and identify where all the pressure comes from and to start to do something about it. At the same time one also sees where one is doing o.k. and is allowed to acknowledge that fact.

2. This exercise is the key to setting up the rest of the workshop. If people will be honest with themselves and really get into developing their own "diagnosis" of need and problem areas, then the rest is straight forward in terms of problem solving. It is not uncommon to encounter some initial resistance to doing this. For example, when people are asked to write down their "core purpose", they may have a rather fuzzy notion of what it is (in fact, the whole point of the workshop is to clarify what their core purpose is). This is O.K. It becomes clear later as people work on the exercise. To deal with the resistance it is often helpful to point out that this process is for them (not staff) and no one need look at their material. They share what they want with others etc. It is also helpful to tell them to take the time and care they need to do the process.

3. If the process goes more quickly than the time alloted, the trainer may want to continue on (in the same session) to the next session (Session III) and complete the entire mapping and group profile (needs assessment) procedure. In which case move to step 3 of Exercise III. In the next session a group profile will be developed. This will give a good sense of where the group is doing well and where problems may exist. It also gives people a chance to compare their own frustrations, expectations, needs,

wants with others. The effect can be very enlightening. For example, a volunteer may see he/she is not the only one who is unclear about the assignment or that other people also find it frustrating to not have much privacy. It will also give the staff a great deal of information about where to put their energies (with individuals, the agency, etc.).

4. You will note that a planning chart is used as a handout. If you do not want to use a chart format or cannot have copies made, you may simply ask people to use a notebook instead and duplicate the procedure in a series of note pages. The most ideal format for thinking and seeing the whole picture would be a large piece of paper with a circle (as in the lecture notes) and all the domains layed out with the demands written in. This would give a more dynamic picture of the interactions and demands which surround the individual.

WANT: How I want the demand to be met 1-5 (1 is low, 5 is high)

NOW: How I see the demand being met Now, 1-5 (1 is low, 5 is high)

DEMAND ANALYSIS FORMAT

CORE PURPOSE:

Domains of Expectation or Demand which affect Core Purpose

SELF/PERSONAL NEEDS	RATING NOW	WANT	FAMILY/SPOUSE	NOW	WANT	COMMUNITY	NOW	WANT	AGENCY/MINISTRY	NOW	WANT

DOMAIN:

PEERS	WANT	NOW	PHYSICAL HEALTH	NOW	WANT	PEACE CORPS	NOW	WANT	CULTURAL/LANGUAGE	NOW	WANT	OTHER

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Session III - Day II

Activities Continued - Expectation Mapping and Project Review, Segment II (Total Time: 1½ hours)

5-10 min.	1.	Give a BRIEF overview of where we have been yesterday and where we are going today: to analyze the map we made yesterday in terms of where we would like it to be and then to begin considering each domain over the next few days, using a series of technizues. Remember yesterday, you rated each demand in terms of how you thought you were doing now.
10-15 min.	2.	Return to looking at your chart and rate each demand/need in each domain in the second column (wants) in terms of what you would like it to be. Add in anything you have forgotten.
30 minutes	3.	In groups of three (the same three from yesterday) discuss your maps, sharing what is most important to you. In each group record and be prepared to report out the areas that are common in terms of areas you feel you're doing well in and areas you would like to do better in. From this we will develop a group profile which will guide us during the rest of the workshop.
15-20 min.	4.	Report out in the full group. Record on newsprint in each domain those areas people are doing well in, and those areas people are not doing well in. Discuss with the group trends and patterns and generalizations.

NOTE: After analyzing the group profile, the facilitator may wish to add or drop workshop sessions in this module, or emphasize certain areas. For example, if the group has a lot of cross-cultural conflicts and almost no spouse or peer problems, you may want to extend cross-cultural problem solving with more time.

Break (15 minutes)

Session IV - Day II - Continued

Domain #I - Self and Personal Problem Solving - Using Helping Skills 9:45 - 12:00 Total Time: 2 hours

Goals and Objectives

1. To gain and reinforce skills in helping behavior.
2. To select a problem area from the chart and plan a solution utilizing the help of a collegue.
3. To consider the implications of the act of helping to development work.

Activities

5 minutes — 1. Give an overview of the session and goals.

10-15 min. — 2. Brainstorm: Generate some considerations for effective helping behavior by soliciting items from the group on the following question. Help is truly help when:?

EXAMPLES

A. It is asked for.

B. It is perceived by the other as help.

C. The helper solves his/her own problem and the other acts as a sounding board and clarifier.

D. It is within the control of the helper.

E. Don't get trapped into telling.

2 rounds of 30 minutes with a 10 min. feedback time after each round. 1 hr, 20 min. — 3. Ask the group to form into pairs: One person should be the person who identifies one of the problem areas in the "Self" Domain from the Demand Chart which needs attention. The other acts as Helper. Each person is to switch roles after each round.

10 minutes — 4. After 30 minutes, ask the group to stop the process and talk in the same pairs about how the helping process is working, what does the helpee feel is helpful and what is not?

30 minutes — 5. Bring the group back together and process the

experience as follows: when you were being helped,

A. What was most helpful - list on newsprint;

B. What was least helpful - list;

C. What did you learn about helping?

D. How would you apply this to your work? List parallels to development work: How is helping one person here the same as helping people in your work? How is it different? Now, by yourself, think back over this process you have just experienced and think, reflect on your volunteer service; can you think of examples of situations where you were either helping or being helped?

TRAINER NOTES

1. Obviously this session is designed to allow individuals to work on what they feel like in terms of personal needs and to draw the parallel between helping each other and the dynamic of helping. There are obvious parallels to helping community folks and the wrap up should focus on this rather than getting into people's personal stuff (which should be respected as private).

2. To make this session most effective people should be encouraged to choose a problem (whether from their list or not) which a) they really want to bounce off someone, b) is manageable enough to really get some clarity on in the time allowed, c) they feel like discussing with someone. They should chose another person they feel compatible with. This works best when seen not as a game but a chance to really get some help in a structured and protected environment.

3. This exercise is close to one done at the CAST. The feedback in the pilot test was that this seemed more real now than at the CAST because people really are dealing with their lives and work. The structure of pairs working alone in a private space (which they should find) reinforces this realism.

4. In this exercise, individuals have taken only one problem from the "Self" Domain. If they have time, they may want to work on more than one problem. If the needs of the group are more extensive, you may want to consider adding a session or extending the time.

Session V: Domain #II - Cultural/Community/Co-worker Support

Issues: Problem Solving, Case Studies and Role plays (3 hours)

Goals and Objectives

1. To continue development work skills by analyzing community, cross-cultural, or co-worker domains listed on your chart.
2. To examine the assumptions that we and others make which may create cross-cultural misunderstanding.
3. To gain perspective on current problems in cross-cultural, community or co-worker areas.
4. To conduct problem solving in areas of identified need.

Activities

Time		
5 minutes	1.	Introduce the session by making reference to the prior session. Explain that we are now going to move into another domain on the demand map (cultural, community, co-worker). Share the objectives and set the learning climate by asking how people are feeling after the AM session, etc.
25 minutes	2.	Ask each person to look at the demand map and identify an area under community expectations, cultural expectations or co-worker/peer expectations where they would like to do better. Ask them to then identify a concrete situation where an incident or a scene or an occasion occurred which caused a problem. Ask them to write out a scenario or sketch describing this event, identifying what their behavior and the other(s) behavior was. Give them 20 minutes to write this up.
15 minutes	3.	Bring the group back together and ask if one person is willing to explain/read his/her scenario to the group. Read it. Then ask for two volunteers to play the persons in the scenario. The author will observe the other persons playing from their role point of view. Give each one a minute or two to get into role. The author of the problem will play the observer role. The 2 role players do

the role play, letting it run for 5-10 minutes until the scene has been played out.
(NOTE: Don't let it run too long if it drags). This role play is to serve as an example.

15 minutes

4. The facilitator then debriefs the role play. (Note: Write these questions up on newsprint.)

   A. How did it feel being the PCV?

   B. How did it feel being the community person?

   C. Can you identify what assumptions were being made on each side?

   D. Ask the author, how would he/she have handled this differently if this happened again? (Ask the group for comments.)

   E. Ask the scenario writer to write down what has been learned and discuss.

5. Ask the group to divide into trios and repeat the role play format they just observed in a Round Robin:

   A. Role briefing, getting into roles - 5 min.

   B. Do role play - 10 min.

3 rounds of 25 min. (Total: 1 hr. 15 min.)

   C. De-role and debrief asking the same questions the facilitator asked. (Put on newsprint for all to see.) - 10 min.

(2 hours and 15 minutes have now elapsed)

45 minutes

6. Bring the group together and pool the written comments on newsprint, making generalizations and discuss what they have learned. Ask them to point out common themes. Ask them what they have learned about the assumptions and belief structures of others. Finally, ask them how they will apply what they learned to their jobs and what they have learned about development work. Bring closure to the day by asking the group to give feedback on how the day went, clearing out any unfinished feelings left over from the role plays.

TRAINERS NOTES

1. To help make this a good learning experience, make sure that people are specific: Identify a real incident where they had a real problem. Write out what they did (said) and what the other person(s) did and said. The very act of identifying something and writing it out is important and will bring insight.

2. The role plays need to be monitored carefully. Some people may not understand clearly what their role is. The role players are acting out a scene for the benefit of the observer who is trying to see what happened to him/herself with fresh eyes. The observer (author of the role play) should brief the role players then the role players should react however the situation demands, adding in their own creativity.

3. The processing of the role plays is the key to significant learning. What you are trying to get at is that the assumptions that we make about behavior is inherently a cultural process (and a personal one). If we can see the reference frame of the other, then behavior often takes on a different (understandable) meaning.

4. If the first demonstration role play is not as clear an illustration as you would like, do another.

5. Not everybody will find this exercise to be wonderful: Because some people are not good at role playing. It is a matter of what they put into it. However, some people will have light bulbs go off all over the place, it's worth it for them.

6. If the corporate skills of the group and/or the facilitator do not lend themselves to doing role play, an alternative design is to discuss each scenario as if one were going over a "critical incident." The same procedure would apply (i.e. think about an incident, write it out), except the trios would be analyzing without benefit of role play. The role play is more powerful and involving because it includes the feeling and attitude dimensions, as well as the thinking dimension.

Session VI - Day III

Peace Corps Expectation and Policy Review (8:00 - 12:00 AM)

Goals and Objectives

1. To explore expectations between staff and volunteers (see trainer note #3).

2. Both staff and volunteers will have the opportunity to share understandings and air misunderstandings and clarify expectations in whatever areas they wish.

Activities

Time	
5 minutes	1. Introduce the session by going over the goals. Explain that this is another of the Domains from the Demand Chart and we will spend some time clarifying expectations, finding out what we can expect of each other. Explain the rationale: the rationale is that in many staff volunteer situations a lot of inadvertent misunderstandings quickly build up because volunteers do not see the total picture of what staff have to do. They often do not see them as people, but as mythical figures. As well, staff are not always aware of what volunteers expect of them. Volunteers and staff need to be clear about what they expect of each other. Without this, a closed communication situation is often the result, with a lot of unspoken (often unverified) anger and rumors floating around. This procedure allows for a positive, problem solving and managed exchange which puts the responsibility for being clear openly upon everyone. Additionally this session allows for volunteers and staff to acknowledge those things that they appreciate and want each other to continue doing. Ask each individual to take a minute and review the domain dealing with the Peace Corps.
15-20 min.	2. Divide the group in sub-groups of 5. Ask them to make a list on newsprint of things they expect from the Peace Corps in whatever area. Ask them to also acknowledge and list satisfactions they have with what

they are getting. At the same time the Peace Corps staff should prepare a list of expectations and satisfactions of the volunteers. Note: This is the time to go over Policy questions as well as volunteer performance expectations.

10 minutes 3. Bring the group back together and ask each group to post their expectations and read them, limiting discussion to clarifying questions from the group (not commenting yet). Note: it is important to not get stuck on one issue until all issues are on the table.

30 minutes 4. The Peace Corps staff then addresses each expectation and talks about whether the expectation is "realistic"or not or whether they can meet it or not, giving information where necessary, saying no and yes and why.

30 minutes 5. The Peace Corps staff member then puts his/her list on the wall of expectations and goes over them. An open discussion is held with the volunteers asking questions and stating whether they can or cannot meet the Peace Corps Staff's expectations or not and why.

15 minutes 6. Bring closure to the exercise by asking each individual to write in their notebook what they each feel they have agreed to do, both staff and volunteer. After this, see if there are yet any questions. End.

(by now 1 hour and 40 minutes have elapsed - 9:40 AM)

20 minutes Break 9:40 - 10:00 am

TRAINER NOTES

1. This session works best if the staff are willing to conduct an open exchange and get into the spirit of give and take with the group. It does provide a time for staff to reinforce policy issues. The staff needs to be prepared ahead of time for this session and the intent of the process needs to be discussed.

2. The facilitator can play a very useful role in acting as a

trusted and neutral "third party" in this session. It is his/her job to keep the exchange at a problem solving level and not let it move into non-productive bitching. If the exchange works well, volunteers often gain an appreciation of the pressures on staff and see them as human - this of course depends on how the staff handles the exchange. The facilitator should let the staff handle the exchange. However, some people may tend to get stuck on one issue and need to move along. Others may be able to move along with a minimum of facilitation from a trainer. The facilitator should let the staff and volunteers discuss, but not "turn over" the session to the staff: the principle of third party is important especially if a conflict seems to get stuck. The trainer may want to step in and say something like, "it seems Joe is saying...," or "I don't hear the volunteers saying that..."

3. This session will vary in content and focus from country to country. It is intended to explore the normal range of staff and volunteer interaction such as development work support, volunteer behavior, policy review, staff leadership etc.

4. The time for the session is set for two hours. If the group is larger, or has many issues, more time may need to be added (and should). Time invested now, could save countless hours of misunderstanding later on.

Session VII - Day III

Volunteer Physical Health (10:00 - 12:00)

Goals and Objectives

1. To identify from their Demand/Expectation need map those areas where they need problem solving in the Health and Nutrition area.
2. To identify what health/nutrition resources exist where they live.
3. To exchange information with each other and the Peace Corps Medical Officer/nurse and conduct problem solving around identified need.

Activities

Time		
3-5 min.	1.	Introduce the goals of the session. Explain that we want to discover and list needs, resources, and potential and real problems in the health/nutrition area and that the PCMO will be working with them on these issues.
30 minutes	2.	Divide the group into groups of 4 and ask them to come back with the following information, filled out in a matrix (they should refer to their Demand Map).

Need/Problem Area	Resource Existing or not	Site

30-45 min.	3.	Each group then shares its findings with the whole group. With the PCMO leading the discussion the group discusses its findings, identifying alternative sources of health/nutrition maintenance with the group. Agreements for future health support are worked out in this process.
30-40 min.	4.	Facilitator then asks the group: In what ways can you all integrate your own health maintenance with development work, serving as an example? The responses are asked for as a brainstorming procedure taking responses down on newsprint as they come in. After the list is complete, a discussion is held with all present, looking at the possibilities and ideas. The discussion closes this segment.

Session VIII - Day III - PM

Support Issues Related to Peers, Spouse, Women's Issue/Men's Issues - Use of Force Field Analysis Tool for Problem Solving

(3 Hours)

Goals and Objectives

1. Each person will identify a problem from their Demand/Expectation/Need Map in the areas of spouse support, peer support/relations, women's issues or men's issues, and through use of Force Field Analysis problem solving technique, attempt either to reach problem resolution or identify steps to be taken for further work.

2. Each person will become familiar with the use of force field analysis and think about the application of the techniques for other problem areas in their work and life.

   Note: If you choose not to use this session, the tool can be used for any other session. It is repeated in a subsequent session - Session X, Part II - you can use the notes from this module to introduce force field analysis.

Activities

Time	
5 minutes	1. Introduce the session by making the bridge from prior sessions. Introduce goals. Explain that this session is to allow for problem solving and exploration in areas of need which are identified from the work done the first day or from data which has surfaced in subsequent sessions. Since the variety of needs may vary from couple issues to women's or men's issues to peer issues, this session will be done working alone and in pairs, with the information developed being between the two people and not shared with the group - the process, however, will be debriefed in the group.
20-25 min.	2. Introduce the force field analysis tool; Lecturette: - Force field analysis is a tool which can be used in a variety of ways. It is a simple tool which can be both very useful and very

powerful because it forces a person to consider all the things, both positive and negative which bear on a problem situation.

- It is based upon the assumption that there are balances in any situation that keeps things the way they are. Balances, however, can be often changed with shifts in information and knowledge, and need.

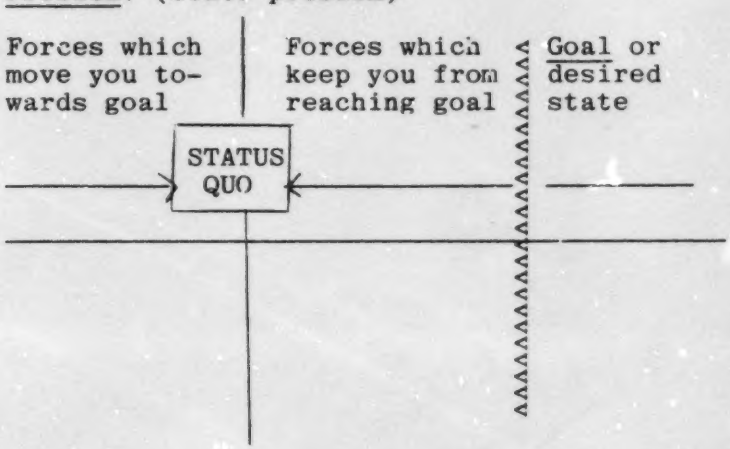
- Force Field analysis is a technique which is a way of better defining a problem, because after one goes completely through the process, what seemed like the problem at first, often is redefined in another or a related problem.

- It is a technique(much like demand mapping) which seeks to consider the major forces which work towards the maintenance of a status quo.

- Refer to the chart below. In the diagram you see that a problem is maintained in a point of balance (represented by the line down the center) or status quo by forces on both sides. At the extreme right side of the diagram is a point where you want to go, the goal. The Status Quo will move away or towards the goal depending upon the strength and amount of forces which help or hinder in reaching the goal.

- If we take an example (refer to the example chart), the problem is .....etc. (go through and explain the example).

Problem: (state problem)



Use an example:

Use an example:

Problem: spouse and I are not getting together enough and are feeling distant from each other.

Forces which move you towards goal	Forces which keep you from reaching goal	Goal or desired state
-Our awareness that this is a problem -We are not happy the way things are -Our friends are urging us to take more time for ourselves	- no place in village to be alone - Too much company -children look in the windows	Need* to spend more time alone with spouse

Example Chart

- There are 4 ways you can use the chart to help you deal with reaching the goal or solving the problem.

1 - Add more helping forces.

2 - Eliminate hindering forces.

3 - Increase the strength of forces.

4 - Decrease the strength of forces.

NOTE: The most effective way to deal with forces is often to decrease the strength of or eliminate a hindering force rather than try to add more helping forces. Adding more helping forces will often create a counter reaction of a new or strengthened hindering force. For example, in the case of the spouses, it is preferable to eliminate the hindering force of "no place in the village to be alone" by finding an alternative place together. (Say, at the beach or someplace else) than to try to add a helping force like "we are able to tell the village people to

not disturb us when we close the door to our hut," because this might generate another counter force like "the kids sit outside our door when we close the door to listen to us talk and the village people think we are unfriendly."

- Later on you will have the chance to work with possible solutions.

- You will probably find that this technique will help you often redefine what the problem is.

30 minutes

3. Ask individuals to identify what they want to work on and go do it. Give them 30 minutes to work, checking to make sure they are clear about the tool and to see how they are doing. The trainer should go around and act as a resource to people.

1 hour

4. Ask them to join with one other person who they want to be with (either spouse or friend) and to go over their analysis, step by step, adding things they have missed. Allot 30 minutes per person.

15 minutes

Break

5-10 min.

5. Ask group if they can now re-define and re-write the problem they are working on - and to do so.

30 minutes

6. Bring the full group together and process the experience. What did you learn about force field analysis as a tool? List learnings on the flip chart. Was it helpful? How might you use this as a tool in development work? Can you apply it on your job?

Session IX - Day IV

Ministry Support and Role Analysis

Expected Outcomes/Objectives

1. Through a process of expectation exchange, PCV's and ministry officials should gain an understanding of each other's roles and needs. In so doing support systems should be worked out and a better understanding and communication process should result.

2. PCV's should be able to define what they expect of themselves in their work.

Activities

Time

5 minutes — 1. Open by making sure everybody knows each other. State the goals and objectives of the session.

5 minutes. — 2. Explain the role analysis model below.

	PCV	Ministry or Sponsoring agency
expects	PCV expects of ministry e.g. to answer our written requests for information	Ministry expects of PCV e.g. to notify us one month before taking vacation
can provide	PCV can provide e.g. agrees to notify in specified time of vacation plans	Ministry can provide e.g. agrees to answer all letters

20 minutes — 3. Ask each person to write down what expectations they have for each other: PCV's of ministry and ministry of PCV's.

15 minutes — 4. Ask the PCV's in ministry groups to pool their expectations and put on newsprint and discuss.

5-10 minutes	5.	Ministry officials then present their expectations to the PCV's.
20-30 min.	6.	PCV's respond to what they can realistically provide and a discussion is held.
5-10 min.	7.	Ask PCV's to present their expectations to the ministry officials.
20-30 min.	8.	Ministry officials respond - answering what can be realistically provided.
15-20 min.		Break
(2½ hours have now elapsed)		
5 minutes	9.	Bring back the group and explain that we are going to further clarify roles by cross checking role expectations. (See trainer note #4)
5-10 min.	10.	Ask each PCV to write down what they expect of themselves in their work as PCV's with the ministry and in so doing to state what they see as their role.
30 minutes	11.	Bring the PCV's together in ministry groups and ask PCV's to have a discussion in a fishbowl (ministry people looking on) of their expectations of self.
20-30 min.	12.	Ask the ministry officials to meet in a fishbowl with the Peace Corps representative(s) and discuss together how they see the role of their agency in development and how they see the PCV's working (PCV's looking on).
45 minutes	13.	Bring all together PCV's and agency people for an open discussion on areas of common agreement and difference, negotiating where necessary.
10-15 min	14.	Bring closure to the exercise by asking the group what they have learned about how people perceive each other? About communication? About information? Ask them if the exercise has been useful, and also if there is any unfinished business? Ask them how or if they might apply this technique in their work?

Note: The facilitator may wish to alter the sequence by asking the ministry officials to discuss first, then the PCV's. Another option is to simply have them all sit together and talk about respective roles.

TRAINER NOTES

1. It is suggested that the Peace Corps staff meet with ministry offcials (these could be local supervisors, agency counterparts, or higher ups) in advance of the conference/workshop and discuss their participation. The discussion of what (generally) they will be asked to do should take place at this time.

2. The facilitator should brief the ministry officials again when they arrive.

3. This session when piloted worked very well. It can be very helpful to all parties.

4. The difference between this exchange and the previous one is that now each party will have the opportunity to define and explain how they see their own roles with respect to assignments and mission. This is an opportunity for PCV's to let ministry officials know that the PCV role may extend beyond the narrowly defined job role into the role of learning about the culture, secondary projects etc. It also serves as a check on how clear the PCV is about what he/she is supposed to do. On the part of the ministry, this gives them the opportunity to let the PCV's know how they see their mission in the broader context of development (which may encompass the specific PC project but may also extend beyond it).

Session X - Day IV

Development and Change, "What Are We Doing?"

(2 or 3 hours)

Expected Outcomes/Objectives

1. PCV's, ministry officials and Peace Corps staff should gain perspective on what the impact of their projects may have on the people they are working with and for.

2. All should assess the longer range implications of the intervention of the volunteer assignments.

Activities

Time		
5 minutes	1.	Introduce the goals of the session, making reference to previous sessions and making linkages: this session incorporates information from the previous sessions on the volunteer role but it looks very specifically at the volunteer's work and asks them to assess where they are going.
30 minutes	2.	Ask each individual to write down the answer to the following questions: A. What is my assignment trying to accomplish? B. If it is successful, what implications exist for the community in terms of immediate and long range impact? List these. What negative consequences may result? List these. C. How does this assignment affect other problems or conditions in the community? What implications exist in the project for other spin-offs for continued projects in other and related areas? List these.
1 hour	3.	Ask the group to form into ministry project groupings with ministry officials and to go through each question together. Instruct the group that this discussion is to be open and consensus is not expected, but the purpose is to discuss ideas, share beliefs. Each group should appoint a recorder to

present a summary to the larger group later. Each group should select someone to facilitate the discussion in the small group.

15 minutes — Break

1 hour — 4. (Optional Exercise)*
Ask each group to use the force field analysis technique and apply it to the overall project. Identifying together A) desired condition, B) helping and C) hindering forces, and finally, D) resources needed or existing to do the job. Ask them to appoint a facilitator from the group.

Helping Forces	Hindering Forces
_____	_____

_____

Desired condition-Goal

Resources needed to meet that goal:

*Note: Step #4, use of the force field analysis may be redundant at this point if the group has a clear idea from the previous questions of their project status, If they get stuck, it may be helpful to use this tool.

5 minutes per group — 5. Ask each group to present their findings about the themes they discussed to the overall group.

15 minutes — 6. Bring closure to the exercise by asking the group what has been the most useful thing that has happened this session. Ask them if they will be able to apply the tools used on the job.

TRAINERS NOTES

1. In the pilot test, this session worked very well. The process of answering the questions about the individual

projects focuses and develops a lot of thinking which sets up the following planning exercise (session XI).

2. This session can be done without Ministry Officials if necessary, but done with them is much better. During the pilot testing, we found that ministry officials could not stay in two separate sessions.

Session XI - Day V

Project Planning, Goal Setting

(Total estimated time - 4 hours)

Expected Outcomes/Objectives

1. To integrate the material, problems identified and personal learnings into a clarified set of personal and project goals and objectives.
2. To write 6 month, 3 month, and immediate project goals.
3. To identify and list resources needed to accomplich goals.
4. To identify personal learning goals for the next 6 months.
5. Review accomplishment in past 4-6 months.

Activities

Time		
5 minutes	1.	Open the session by explaining the goals of the session, making linkages to the prior sessions by explaining that this is the last exercise of the workshop and is designed to allow participants to use the information they have developed to date by incorporating it into a series of plans for the future.
10 minutes	2.	Ask each person to review and list major accomplishments for the past 4-6 months.
10-15 min.	3.	Ask each person to review the core purpose written on the first day, then to modify it based on the weeks experience into a concise written statement.
30-45 min.	4.	Ask each person to then fill out the following matrix. Explain that the exercise has two parts. The first part considers the specific volunteer project assignment. The staff may prefer that they use carbon paper so they have a copy of project planning so that on the next site visit they can review progress and problems with the volunteers. The second part asks people to set out goals

for personal learning or development. This part may not require a copy.

A. Where would I like to be on my project in six months? List:

Goal	To Do's	By When	Resources Needed

B. Benchmarks (or milestones)
To get to my six month goals, I plan to have accomplished the following in three months. List.

Objective	To Do's	By When	Resources Needed

C. When I get back to my project, I plan to do the following things first:

To do's	Resources

1 hour

5. After the planning is completed ask the group to review the goals, to do's and resources needed in pairs. Remind the group that this is another opportunity to use their helping skills and apply them to this situation. Use the following questions:

- Is the plan realistic, feasible?

- What will I do to measure success?

20 minutes

Break

20 minutes

6. Personal learning/action goals: Ask each person to look over the material of the past few days and the chart and consider what they want to set as personal learning or action goals for the next six months. Ask them to list as follows:

Personal Learning or Action Goals for six Months	Resources Needed

30 minutes

7. When the list is completed, ask the group to go back into the same duos again and review each person's plan. The group should be instructed to share only what they feel comfortable sharing. Some areas may be private.

15 minutes 8. Bring closure to the morning by asking:

1) What have you learned from this process?

2) Is there any unfinished business?

3) Will you be able to apply any of these tools in your work with the community?

Session XII - Day V

Feedback, Evaluation, Closure

Expected Outcomes/Objectives — Time 1½ hours

1. To assess the strengths and weaknesses of the 5 day workshop.
2. To solicit feedback from the group.
3. To fill out the evaluation form.
4. Feedback on CAST and preservice training will be collected.

Activities

Time		
3-5 min.	1.	State the goals and objectives of the session
10-15 min.	2.	Ask the group to think about the application of the learnings to their back home situation on the job. Discuss. For example: can you think of a situation on your assignment where you may use: Force Field Analysis, helping skills, project planning, expectation exchange, information filtering, demand mapping?
5 min.	3.	Review the goals of the conference stated and agreed upon on the first day.
30 min.	4.	Hand out the evaluation form and ask people to fill it out. (You will need to develop your own feedback form. An example is attached.)
30 min.	5.	Conduct an open evaluation discussion asking people to verbalize any of the feedback and questions filled out. Ask them to also add anything that was not on the form and record.
	6.	Ask people if they have a sense of where they go from here.
	7.	Bring closure by any number of appropriate means (depending on the group).

- Group hug
- Silent meditation
- Coming together, than standing apart
- Singing Marine Hymn

Workshop Evaluation (Example)

Kiribati - 4 Month In-Service Wrokshop

Date_____

Name_____

1. List the activities in the workshop which were most useful to you.

2. List the activities in the workshop which were least useful to you.

3. What stands out as the most meaningful learning for you?

4. Do you have any feedback for the facilitator which might help him in doing a better job next time?

5. Is there anything in particular which you remember from the CAST that:
   a) Made it easier or more difficult for you in training? If so what.

   b) Was useful for you in your first four months of Volunteer service.

PS. the CAST goals included: Expectations of Volunteer Services. Information Filtering, Feedback, Cross Cultural entry and leave taking. Helping skills, Consultation skills, development issues, health, and personal support.

5. Pre-Service training: what was

Most Helpful Least Helpful

6. How would you assess your language ability now:

0) Confused most of the time_____
1) Able to ask for food and basic directions_____
2) Able to carry on simple conversations but not communicate sophisticated ideas_____
3) Able to converse rather freely and could give a talk to a local group of villagers_____
4) Able to say just about anything I want with ease and I don't miss much of what I hear at all._____

APPENDIX

1. Suggestions for Incorporating and Expanding the Basic "Review" workshop into technical and Language In-Service Training.

2. Information Filtering Session

3. Feedback and the Helping Relationship

To Expand This Model

"Suggestions for Incorporating the Basic Workshop into Technical and Language In-service Training"

It is often the case that if one directs resources and time into a workshop such as the one outlined in this model, it makes sense to take advantage of the fact that volunteers are all together to do some language training or address technical skill building as well. This may be more the case if this workshop is done as mid-service workshop than an "early service" (four month) conference because skill learning needs may be more clearly defined at that time. In either case, it is possible to expand this model and integrate it into additional training needs.

There are many ways to interweave technical training and language training into this model. A few possible considerations are:

- The design of the In-service model calls for four hours in the morning and three hours in the afternoon with break time built in. If the model is followed straight through it will take five working days. In order to do all the sessions and add language and/or technical training, time will need to be added. Depending upon how much technical or language training, one could add two or three days.

- Technical training could be conducted as a block either before the basic workshop or before. However, this is the least satisfactory option and it is not recommended that language training be added in this way. Language training should be conducted each day, preferably early in the morning before the large sessions in two hour blocks. The content of the language training could revolve around conversations which related to the problem solving content of the workshop sessions or to the technical training (especially if one were using a community language learning format).

- It is possible to gain time for language training in the morning sessions by starting the morning session one hour earlier and shortening the plenary session by one hour, by moving one hour of the morning session over into the afternoon. Use your judgement, as to when is the best breaking point in the session. For example:

Present Format:	start		end
AM	8:00	-	12:00
break	12:00	-	3:30
PM	3:30	-	6:30

Suggested Format:	Start	End
AM	7:00	12:00
Break	12:00	2:30
PM	2:30	6:30

- Another option for expanding the model and preserve a sane work schedule is to conduct the in-service training workshop for ten full days (over a two week period). In this option, one could integrate both technical training and language training with the in-service model in a possible scheme as follows:

AM	8:00 - 10:00	Language Training
	10:00 - 12:00	Technical Training
PM	12:00 - 2:30	Lunch and Break
	2:30 - 6:30	In-Service Workshop

- Everyday the morning would be dedicated to language and technical training, the PM to conference/workshop matters (problem solving etc.). In all of these options it is important to make sure that there is integration between the training. For example, if one were learning and applying "helping skills" in the workshop session by helping each other solve problems, then when one is learning technical skills the next day, the trainer focuses the "application" of the technical skill as another way of helping. A wrap-up session would ask questions such as, in what ways is helping each other like or different from helping the community with this technical skill (how do I transfer this skill to someone else without taking over?). The same parallels apply to using problem solving tools. Integration requires thinking through the skills involved and seeking applications and parallels in each case. In the wrap-up session for both the technical training and the conference sessions, questions are asked linking the two activities and the parallels are drawn.

- As stated before, language training should naturally be integrated by a) using and learning vocabulary related to the technical training and the plenary session of the in-service model, and by using dialogues, and conversational formats which discuss, extend or react to the processes in the other sessions.

- During the session when ministry or sponsoring officials are present, the sessions should naturally be conducted in the host country language (if at all possible). It would be a good idea if language instructors attended these sessions and made notes on language levels, vocabulary and errors for purposes of the language lesson the next day.

Optional Session - Information Filtering*

Introduction

It is assumed that this session will take place after trainees have had the opportunity to gather a bit of information in the community analysis format (or in any format that is workable).

This provides one of the key building blocks for the development worker. The material learned here should be re-inforced at every opportunity by the trainer. A copy of the "filter" should be put on a poster and displayed throughout the training for easy reference. The use of information, and the gathering of it is at the essence of development work. It is no simple matter for it encompasses perception, judgement and knowing. For purposes of this presentation, however, a simple practical device is used which leads to these complexities without muddling the trainee down with theoretical concerns.

This session should be presented as a part of the regular daily debriefing session which accompanies the community analysis.

Objectives/Expected Outcomes

1. Trainees will learn how to use information filtering as a tool:
   - How to frame questions for intent;
   - To consider the appropriateness of the sources;
   - To verify the sources of data;
   - To consider the best use of information once gathered.
2. Trainees will consider the process whereby information is sorted into meaningful use.

Activities

Time		
5 minutes	1.	Introduce the objectives of the session. Make reference to prior sessions and the reasoning behind focusing on information. (Use the notes in the introduction for reference.)

*Note: The basic concepts in this material was developed for the CAST by Ed Salt and Jim McCaffery. It is adapted here for pre-service training and is intended as a follow-up to the CAST model. It may be used, however, without prior exposure.

30 minutes

2. Explain the information filter using a drawn diagram (below) and the following lecturette notes:

- All of us collect and sort information all of the time. This is the way we attach meaning to all of the bits and peices of data which we receive.

- Information in its pure form is just a sense impression. Until we put the information into some sort of framework, it has little meaning. The process of creating meaning can be called "filtering". (refer to Fig. 1).

- Most of us have so many ready-made filters and frameworks that we automatically fit information into our pre-conceptions. These pre-conceptions (hypotheses) are all culturally determined and learned. Meaning for you may or may not coincide with other peoples beliefs. (Give an example from your own experience.)

- It is the task of the development worker to continually deal with information. Sometimes we need to try and shake ourselves out of our set way of seeing things in order to find out what is really happening. We need to look at information from all sides - ours and others.

- The "Development Worker's Filter" is one way of making us stop and think. It is so easy to make assumptions, believing whatever we hear as automatic truth.

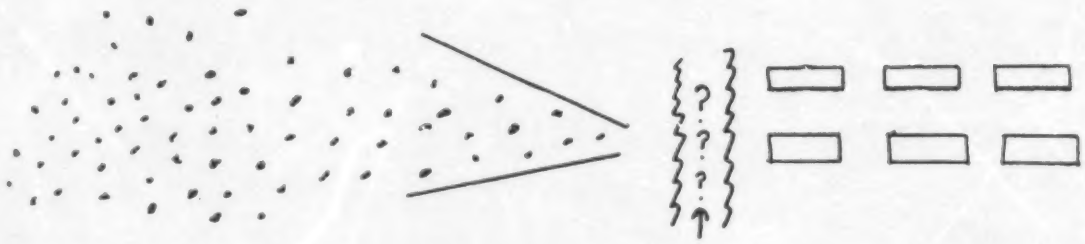
- Refer to the figure (Fig. 2) and go over the questions of the chart and use the examples below:

Question	Example of mistakes
1. What am I really asking? What do I really want to know? Is this the right question to ask?	Asking people if they eat well instead of asking them what they do eat when you want to find out about nutrition.

2.	Is this the best source?	Asking a ministry official what the conditions are like in an outlying district, instead of asking several people from the village.
3.	How do I know if the information is correct?	Before making assumptions, attempt to verify it. e.g., believing another volunteer who got the information from a "friend" and swears it is true. Consider the source.
4.	What do I do with the information I get?	Making decisions on limited data, even when verified, without waiting to see if more information might surface which could change the meaning.

30 minutes 3. Ask the group to divide into small groups of 3 and go over the information they have collected so far in their community analysis applying the "filter" questions.

15 minutes 4. Bring the group back together and ask them what they discovered in the process of doing this exercise. List learnings on a flip chart.



Bits of information in the world (undifferentiated data)

FILTER
Human perception creates meaning by sorting data into patterns, frameworks, and concepts

Model of the Process of Filtering Information
Fig. 1

1. What am I really asking?

   --What do I really want to know?
   --Is this the right question to ask?

2. Is this the best source?

   --Is this the right person to seek information from; the right place to observe?

3. How do I know if the information is correct?

   --Can I verify the information or check it out?
   --Do others perceive the same information in the same way?
   --What is really going on?

4. What do I do with the information I get?

   --Can I apply it?
   --Did I write it down for future reference?
   --Should I wait for more facts?

DEVELOPMENT WORKER'S FILTER FIG. 2

FEEDBACK AND THE HELPING RELATIONSHIP[1]

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or not to use it as he/she sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To bo told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it servies only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending of course on the person's readiness to hear it, support available from other, etc.).

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

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[1]This material is taken from the Reading Book: Laboratories in Human Relations Training (Washington, D.C. : NTL Institute for Applied Behavioral Science, associated with the National Education Association, 1969).

Feedback then is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions and it is a means for establishing one's identity-for answering who am I?

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